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JOB QUALIFICATIONS AND ACTIVITIES OF POST SECONDARY
COOPERATIVE EDUCATION COORDINATORS IN UTAH

by
Carl L. Grunander

A report submitted in partial fulfillment
of the requirements for the degree

of
MASTER OF SCIENCE
in
Business Education
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Approved:

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1978

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Carl L. Grunander

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CHAPTER I

INTRODUCTION

"While a 1973 English major tends bar in a local nightspot, a social work graduate labors in a steel mill. A math major washes dishes in Florida, an education graduate works as a bank teller and a psychology major serves cocktails in Maine." (Jolly & Pierce, 1976, p. 2). As these examples point out, there is a great need for our institutions of higher learning to be more responsive to the needs of the job market today.

For the past several years, colleges and universities have been criticized on the basis that they do not prepare young people to assume their future role in business, industry, and government. The tightening job market in the 1970's has spotlighted the problem facing many college graduates--What does one do after college? By 1975 the hiring of all college graduates was off by more than 60 percent from 1963, and off by more than 80 percent for those in liberal arts. About two-thirds of our college students in the United States are majors in the humanities, social sciences, and other liberal arts. And a recent survey by the College Placement Council revealed that most employers filled less than 10 percent of their new college hires from the ranks of liberal arts graduates. (Hyink, 1963, p. 6)

Many of our colleges and universities have already recognized these problems and have responded by changing and revising their programs. Cooperative education is one of the programs they are using and it is showing dramatic results. During the past ten years in the Seattle, Washington area a cooperative education program called Seattle/POC has placed into employment more than 4,000 Seattle area

residents. These graduates have added 18 million dollars annually to the economy of the area (Jolly & Pierce, 1976, p. 1).

Cooperative education has proven itself as a program that can prepare individuals for the job market today. It is very important that we have well-trained personnel to administer these programs. We do not know much about the duties and responsibilities of the coordinator; if we did we could better train these coordinators for their very important assignments.

Statement of the Problem

The purpose of this study is to determine the job qualifications and job activities of post secondary cooperative education coordinators in the state of Utah.

More specifically this study will attempt to answer the following questions:

1. What is the educational and occupational background of post secondary cooperative education coordinators?
2. How related is the educational and occupational background to the present position held by the coordinator?
3. What specialized training or education in cooperative education or coordination techniques have the coordinators received?
4. How much time does the coordinator spend in traditional classroom teaching versus time assigned for coordination duties?
5. How involved are cooperative education coordinators in the duties of a coordinator as outlined in the Utah State Board of Vocational Education's Work Education Guide?

"One-third of those who start college will never finish. That is often credited to poor motivation, inappropriate and uninteresting course work, and a lack of direction caused by poor career counseling" (Pierce, 1975, p. 2).

Crossing to the other end of the spectrum, General Electric's Alfred B. Caine, manager of entry-level recruiting, said, "Now and in the years just ahead there will be more college graduates than there are jobs that are generally thought of as college graduate level jobs" (Redesign Society, 1976, p. 25).

These trends in higher education and other related problems were elaborated on by United States Senator Vance Hartke in an address to the Chicago Employers' Institute on May 19, 1976:

There is something dead wrong about the great gap between what so many young people are studying and what the needs of society are. The personnel manager of the Gillette Company laments: "We have the jobs and we have the people, but we just can't make a marriage." Northwestern University Economist Robert J. Gordon complains, "Our economy suffers from a serious mismatch between available jobs and available workers." Willard Wirtz, a former Secretary of Labor and now President of the National Manpower Institute, has stated, "There is evidence of an increasing mismatch between the development of particular competencies and the need for them. (Hartke, 1976, p. 7)

Further elaboration is given by Bernard L. Hyink at a 1976 cooperative education convention in San Francisco:

"What is the University doing for you"? One might well receive the reply, "Well, it is equipping me for the best of all nonexistent worlds." We must give serious attention to an examination of our educational system in order to determine if it is meeting the demands of present-day society. (p. 7)

Cooperative education programs are a proven solution to some of the problems that are confronting our colleges and universities today. The Congress of the United States was every explicit in describing the type of cooperative vocational education it wished to stimulate. It is expressed in Section 171 of the Vocational Education Amendments of 1968.

The Congress finds that cooperative....programs offer many advantages in preparing young people for employment. Through such programs, a meaningful work experience is combined with formal education enabling students to acquire knowledge, skills and appropriate attitudes. Such programs remove the artificial barriers which separate work and education and, by involving educators with employers, create interaction whereby the needs and problems of both are known. Such interaction makes it possible for occupational curricula to be revised to reflect current needs in various occupations. (Meyer, Crawford, & Klaurens, 1975, p. 3)

The relevance and responsiveness that cooperative education gives to the educational programs of today can help solve some of the educational dilemmas we face.

Deeply involved in the cooperative education program is the cooperative education coordinator. A coordinator is required to perform many duties. "A teacher-coordinator wears many hats. He is a teacher, a coordinator, a curriculum specialist, a guidance counselor, a placement director, a supervisor, a public relations person, an administrator, a researcher and a professional education leader" (Meyer et al., p. 27).

The performance of each of these duties by the coordinator contributes to the development of a successful cooperative education program. When these responsibilities are carried out professionally and competently the program is successful.

Through the present study the duties, responsibilities and educational requirements of post secondary cooperative education coordinators will be more fully defined and clarified.

Scope of the Study

Delimitations

This investigation is restricted in the following ways:

1. This study will consider only the job qualifications and job requirements of post secondary cooperative education coordinators in the state of Utah.

2. The post secondary institutions in the state of Utah included in this study will be as follows: Utah State University, Brigham Young University, University of Utah, Weber State College, Southern Utah State College, Westminster College, College of Eastern Utah, Dixie College, Snow College, Utah Technical College at Salt Lake, Utah Technical College at Provo, Bridgerland Vocational Center, Uintah Basin Area Vocational Center and Sevier Valley Technical School.

3. This study will be descriptive in nature.

Definition of Terms

For the purpose of this study, the following definitions will be used:

Cooperative Education--an educational process designed to enhance individual adjustment toward self-realization and career development by means of integrating classroom study with planned and supervised practical experience in vocational, educational or cultural activities outside of the formal classroom environment.

Coordinator--a coordinator is a member of the post secondary institution's faculty or staff who teaches the subject matter involved in a cooperative education program in addition to doing the regular work of coordination in combining classroom instruction and on-the-job activities for the employed student.

CHAPTER II
REVIEW OF LITERATURE

The Beginning of Formal Cooperative Education

There is some controversy as to how the cooperative approach to vocational education developed. It is possible to get several versions as to its beginning but it is generally accepted that formal cooperative education was first inaugurated at the University of Cincinnati in 1906 under the leadership of Professor (later Dean) Herman Schneider. The plan resulted from much observation and experience in Professor Schneider's own life.

He had largely earned his way through Lehigh University and through this process had come to a realization of how much more meaningful his own education had become as a result of his employment. He believed the present programs for training engineers were inadequate. Principles, he thought might be studied in the abstract, but their application should be presented as far as possible by means of direct observation or experience. Thus the student would be more prepared to render service to industry. He envisioned a new kind of post-secondary institution which would offer a combination of theoretical and practical training. The student would then have a foundation in the principles of science, an ability to use these principles in practice, the capacity to understand engineering in general as well as in specifics, a working knowledge

of business, and an ability to work with his fellow man (A Directory of Cooperative Education: 1975, p. 9).

Having had to put himself through school by working, Dr. Schneider also could see that the high cost of education was a paramount problem in this country. Most students had to work part-time while attending classes in order to earn a portion of the cost of their college education. With very few exceptions these part-time jobs were not related to their career objectives and had little transfer value to the educational program of the students. Why not find them a job that related to their career field and thus accomplish two things? They could then pay for their education and prepare themselves for their career field at the same time (Seaverns, 1974, p. 3).

In 1903, Schneider joined the staff of the University of Cincinnati as an assistant professor of civil engineering. He was met by much skepticism as he tried to interest the university authorities in his new idea. However, he obtained their permission to talk to the industrial leaders of Cincinnati and found a ready market for his new idea. These industrialists had recognized that there was a lack of practical knowledge in the engineering graduates who came to them for employment. With this information, he returned to school and the university authorities reluctantly agreed to permit him to start the program (A Directory of Cooperative Education: 1975, p. 9).

Expansion of the Program

Learning of the success of the University of Cincinnati, other colleges started their own programs. Northeastern University, Boston,

Massachusetts started in 1909, the University of Detroit 1911, Georgia Institute of Technology, Atlanta, Georgia 1912, University of Akron 1914, Drexel University, Philadelphia, Pennsylvania 1919, Antioch College, Yellow Springs, Ohio, first Liberal Arts College to adopt plan 1921, and Cleveland State University 1923.

Riverside Junior College in California was the first junior college to adopt cooperative education (1922); it offered cooperative education programs as an option in nursing, library science, architecture, engineering and other vocational areas. In 1928 Marin Junior College offered a work-study program in conjunction with the banks, steamship companies, and railroads in San Francisco. In 1924 Garland Junior College in Boston offered its own cooperative education program, and by 1939 fourteen junior colleges had programs and this expanded to forty-one programs in 1941 (Heermann, 1973, pp. 4-5).

The cooperative education program was beginning to take hold. By 1943, two year institutes were offering non-degree programs in various technical and business fields through cooperative education and by 1963 many junior colleges and community colleges were offering associate degrees (Seaverns, 1974, p. 3).

In 1961 there were only 65 post-secondary institutions offering cooperative education programs in the United States. But today we have over 1030 cooperative education programs of which 855 are operational and 175 are either in the planning stage or about to be implemented (Undergraduates Programs, 1973, p. 1).

The concept has been so widely accepted by educators that some graduate schools have adopted the cooperative education program also. They are Northeastern University, University of Cincinnati, Drexel University, University of Detroit, Pratt Institute, Virginia Polytechnic Institute and State University, Blacksburg, Virginia (Seaverns, 1974, p. 3).

Cooperative education is beginning to blossom in the community college. It is a program that fits well into the mission of the community college. Robert Bennett, project director for the California Community College Cooperative Education Consortium program, predicts that 25% of all California students will be enrolled in cooperative education by the early 1980s (Heermann, 1973, p. 8).

James Wilson, a well-known expert of cooperative education, envisions a significantly broadened role for cooperative education in the community college:

The brightest future for cooperative education appears to lie with the community colleges and technical institutes. Their growth in American higher education borders on the phenomenal....by 1980 junior colleges will constitute a much larger proportion, even the major proportion, of higher institutions' operating programs of cooperative education. (Heermann, 1973, pp. 8-9)

Historical Milestones in Cooperative Education

1906--Cooperative education inaugurated at the University of Cincinnati by Professor Herman Schneider. The first program combined work and study as an integral part of the educational process.

- 1909--High school work experience established in Fitchburg, Massachusetts, in cooperation with General Electric Company.
- 1910--High school cooperative courses established in the Cincinnati, Ohio Public Schools.
- 1912--First Retail Selling Cooperative Training Program in Boston, Massachusetts.
- 1917--Smith-Hughes Act was approved February 23, 1917. This act provided approximately \$7 million annually as a permanent appropriation for vocational education in the areas of agriculture, trades and industry, home economics, and teacher training. The Federal Board for Vocational Education recognized cooperative courses and encouraged schools to establish these courses.
- 1936--George-Deen Act was approved June 8, 1936. This authorized on a continuing basis an annual appropriation of approximately \$14 million for vocational education in agriculture, home economics, trade and industry, and for the first time, distributive education.
- 1963--The Vocational Education Act was instituted. The central purposes were as follows:
1. To assist states to maintain, extend, and improve existing programs of vocational education.
 2. To develop new programs of vocational education.
 3. To provide part-time employment for youths who need such employment in order to continue their vocational training on a full-time basis.

4. To provide instruction so that persons of all ages in all communities will have ready access to vocational training or retraining which is of high quality, realistic in relation to employment, and suited to the needs, interests, and abilities of the persons concerned. Such persons were identified:
 - a. Those in high school.
 - b. Those who have completed or discontinued formal education.
5. The purpose of this act was to reduce unemployment and the concept of cooperative education fit very smoothly into the aims of these amendments.

1968--The Vocational Educational Amendments of 1968. The main features of the Act included:

1. Greatly increased authorizations of money.
2. Ear-marked funds for the disadvantaged, post secondary, and the handicapped.
3. The authorization of consumer education as a legitimate vocational expenditure.
4. Increased support for work study and cooperative programs.
5. The waiver of the matching fund concept for certain programs.
6. Ear-marked funds for new and expanded cooperative education programs.

1976--The Vocational Educational Amendments of 1976. The main features of the act as it pertained to cooperative education included:

1. Provision was made where necessary for reimbursement of added costs to employers for on-the-job training of students enrolled in cooperative education programs, provided the training is related to existing career opportunities susceptible of promotion and advancement and which do not replace other workers who perform the work.
2. Ancillary services and activities to assure quality in cooperative education programs are provided for, such as preservice and inservice training for teacher coordinators, supervision, curriculum materials, travel of students and coordinators necessary to the success of such programs, and evaluation.
3. Priority was given for funding of cooperative education programs in areas of high school dropouts and youth unemployment.
4. Provision was made to provide cooperative education funds to students in nonprofit private schools who could be served by a cooperative education program.
5. Procedures were established for cooperation with employment agencies, labor groups, employers, and other community agencies in identifying suitable jobs for persons who enroll in cooperative education programs.

The above dates and their corresponding events were milestones in the development of cooperative education and those events have helped cooperative education evolve into a major educational program.

Views on Cooperative Education Today

Today cooperative education plays an important role. With the complexities of modern industry and business the student sometimes finds it hard to visualize his vocational role. He can gain much understanding through cooperative education programs.

David Gottlieb, Dean, College of Social Sciences, University of Houston, went one step further in his evaluation as he spoke to 1,200 vocational educators meeting in Minneapolis. He said:

More time must be devoted to redesigning entire social systems to foster ties between education and work. Too much emphasis had been put on reorienting just the students and schools. Education, business, government and labor must 'put an end to the turf status warfare' and come up with new systems that recognize that work cannot be separated from other aspects of a person's life.... Unless education and work are re-aligned, schools will continue to pour masses of highly educated young people into the labor market who have high expectations but are unable to find satisfying jobs. (Redesign Society, 1976, p. 9)

Cooperative education programs can also help the underprivileged and others who have similar problems.

A study from the state of New Jersey made the following observations:

Institutions with cooperative education programs introduce a number of social and economic values in the communities in which they are located. From the community's point of view, this produces significant returns on a number of levels:

(1) it begins to introduce cultural nourishment in the culturally deprived segment of the population, (2) it upgrades the training and skills of future adults who would otherwise have limited capacities as employees and wage earners, (3) it also lessens the sense of isolation of culturally deprived families from the mainstream of community life. (Wooldridge, 1966, p. 8)

Cooperative education offers diverse, flexible programs. There are job opportunities in practically all professional fields as well as career orientation and development in business, industry, and government agencies.

In summary, we can quote from Bernard L. Hyink's address at the cooperative education convention in San Francisco. He said:

The basic principle of combining a working experience with formal study is not new but has been practiced for some time in America. The value of this program has been well demonstrated in many academic areas including medicine, dentistry, law, engineering, and business administration. More recently, we are realizing the value of cooperative education in the humanities, social sciences, and fine arts. It is an idea whose time has come. (1976, pp. 8-9)

The following quote from Patricia Cross, a well-known researcher in cooperative education, adds further credence to Hyink's statement:

Cooperative education is ahead of its time in educational philosophy.... Cooperative education has avoided taking a strong "either/or" position. It is not a question of whether content is more respectable or more important than applied learning. Rather the well-educated individual needs both, and cooperative education has the mechanism to provide this balance. (p. 13)

Cooperative Education Graduate Success

Listed below are the findings of a survey by the Detroit Institute of Technology Cooperative Education Research Center on cooperative education and graduates. The survey was made of 70 employers in 27 states and the District of Columbia. It was discovered that:

1. Recruitment: Persons hired as a percent of candidates interviewed was 13 times higher for cooperative education students (40%) than for recent college graduates (3%) as a whole.
2. Employee Retention: 62% of cooperative education graduates received regular job offers and 79% of these offers were accepted. After graduation, the termination of cooperative education graduates (18%) was less than among college graduates (22%).
3. Salary and Promotional Progression: Cooperative education graduates received merit raises in salary more frequently than other college graduates. Cooperative education graduates received an average of one promotion every two years compared to one every three years for other college graduates. Cooperative education graduates received more promotions to supervisory positions and they received them sooner than other college graduates. (Hayes & Travis, p. 12)

Cooperative Education Coordinators

"The coordinator of cooperative education is the single individual most responsible for the success of the unique feature of the Cooperative Plan of Education" (Seaverns, 1974, p. 18). Combining the work experience and the classroom learning into a meaningful educational experience is that unique feature. The coordinator is the center figure in the cooperative education experience.

Summary

Cooperative education has grown from its beginning at the University of Cincinnati on the same principles that Professor Schneider expounded then, (1) classroom education can never hope to teach all the elements of knowledge and thus should be supplemented with on-the-job training and (2) that students need part-time work to help pay for their education. This work might as well be in a field that will help the student in his or her career development.

Because of these same needs, and others, the demand for cooperative education programs has increased today. Indispensable to the cooperative education program is the cooperative education coordinator. It is the coordinator's job to coordinate the classroom experience and the on-the-job training into a meaningful educational experience. The coordinator must know his duties and be qualified to perform them.

In the appendices of this study are various approaches that identify the job qualifications and job activities of cooperative education coordinators as seen by experts in the field, various cooperative education associations, state vocational boards and selected universities.

Through these approaches, the study has endeavored to show parallel and contrasting aspects and viewpoints of the coordinator's duties, responsibilities and job requirements.

Charles F. Seaverns, Jr., a cooperative education researcher has compiled a list of fourteen coordinator functions. This list of functions has gained wide acceptance by many cooperative education programs and is used as a guide in evaluating their own coordinator's duties and functions. Seaverns' viewpoints are supplemented and in some instances present different approaches to identifying coordinator duties.

George K. Howe, Professor of Cooperative Education, Northeastern University outlines a weekly schedule by quarter of the coordinator duties at Northeastern University. A similar outline as practiced by San Mateo College is also displayed.

A report by Wanda B. Mosbacker, Professor of Professional Development, University of Cincinnati adds an extra dimension by citing the responsibility of a coordinator to continually develop his own skills through further study and self-evaluation.

Appendix B is the evaluative criteria used by the state of Utah to rate the cooperative education programs in its own schools.

CHAPTER III

METHOD AND PROCEDURE.

The procedures that were used in securing and compiling the data for this study are described under the following headings: (1) review of literature; (2) obtaining data from the post-secondary cooperative education coordinators in the state of Utah; and (3) compilation of the data.

Review of Literature

This study began with a computer search using the ARM/AIM (Abstracts of Research and Related Materials in Vocational Technical Education) to obtain books, manuals, and studies describing the job qualifications and job requirements of post-secondary cooperative education coordinators. This information was supplemented with articles obtained from the Cooperative Education Clearinghouse at Northeastern University in Boston, Massachusetts, state publication manuals, coordinator handbooks, and other outside sources.

Obtaining Data from the State of Utah Post-Secondary Cooperative Education Coordinators

A list of the post-secondary cooperative education coordinators was obtained from Dr. Frank Blair, state specialist for cooperative education

in Utah. In the spring of 1977, a sample questionnaire was administered to Dr. William Stull, Teacher-educator for Distributive Education, Utah State University, Dr. Charles Parker, Professor of Business Education, Mr. Roger Luft, Head of the General Merchandising program, Department of Business Education, Utah State University and Dr. Steven Eichmeier, Director of Cooperative Education, Weber State College. The responses were examined for clarity; any misinterpretations or ambiguities in the questionnaire were corrected.

The revised questionnaire was sent to 121 post-secondary coordinators in Utah. Included with the questionnaire were a cover letter and a stamped return envelope. After two weeks all coordinators who had not returned the questionnaire were sent a follow-up letter with another copy of the questionnaire. Through these methods a satisfactory return was obtained.

Compilation of the Data

This study was designed to be descriptive in nature and where appropriate, the data was summarized by using descriptive statistics. The compiled data was compared to the Utah State Board of Vocational Education's Work Education Guide's assessment for cooperative education programs. Conclusions and recommendations were then made.

CHAPTER IV

FINDINGS

The data in this chapter were divided into five major parts, which represent the chapter sections: (1) the educational and occupational background of post secondary cooperative education coordinators; (2) how related the coordinator's educational and occupational background is to their present position; (3) what specialized training or education in cooperative education or coordination techniques the coordinator has received; (4) the time spent by the coordinator in classroom teaching versus the time assigned for coordination duties; and (5) the involvement of cooperative education coordinators in their duties as outlined in the Utah State Board of Vocational Education's Work Education Guide.

The data presented in this chapter represents responses from post-secondary cooperative education coordinators who worked in Utah during the year 1977. The data were generated from questionnaires sent to 121 post-secondary cooperative education coordinators. Of the 121 surveyed, 102 (84.3%) of the coordinators returned completed questionnaires.

Analyses of the data were conducted through the use of the following statistical treatments: Percentage of responses and means.

Educational and Occupational Background of
Post-Secondary Cooperative Education

Undergraduate Degrees Held

Question Number one of the questionnaire dealt with the undergraduate degrees held by the respondents. Table 1 reveals that the Bachelor of Science was the most predominant (61.7%) undergraduate degree held. The next most predominant undergraduate degree held was the Bachelor of Arts (17.6%). Immediately following the Bachelor of Arts degree was the associate degree with 15.8%.

Table 1
 Undergraduate Degrees Held

Degree title	Number	Percentage
Bachelor of Science	74	61.7
Bachelor of Arts	20	16.7
Associate of Science	15	12.5
Associate of Arts	4	3.3
Other	6	5.0
No response	1	.8
Total	120	100.0

Undergraduate Major and Minor

Question number two of the questionnaire dealt with the undergraduate major of the respondents. Table 2 reveals that Engineering and Related (23.5%) was the predominant major held. The Business Education/Distributive Education and other Vocational education area had 21.7% of the responses followed by the Business Administration and Related area with 16.5% of the responses.

Question number three of the questionnaire dealt with the undergraduate minor of the respondents. Table 2 reveals that the greatest number of those who responded (17.2%) minored in the Business Administration and Related area and the Social Science area with 15.5% of the responses were second. Of those who responded 12.9% had no undergraduate minor.

Graduate Degrees Held

Question five of the questionnaire dealt with the graduate degrees held by the respondents. Table 3 reveals that the greatest number of those who responded (25.9%) held a Master's degree and 25% held a Doctor's degree. Nearly 17% of the respondents did not have a graduate degree.

Graduate Degree Major

Question number six of the questionnaire dealt with the graduate degree majors of the respondents. Table 4 reveals that the greatest number of those who responded (37.6%) majored in the Business Education/Distributive Education/ and other Vocational Education area. In addition, 12.9% of the respondents majored in Educational Administration

(Secondary and Post Secondary) and 11.8% of the respondents majored in the Biological/Natural and Physical Science area.

Table 2

Undergraduate Major and Minor

Major	Number	Percentage	Minor	Number	Percentage
Engineering & Related	27	23.5	Business Ad. & Related	20	17.2
Business/ Distributive/ & other Vocational Ed. areas	25	21.7	Social Sciences	18	15.5
			Biological/ Natural & Physical Science	17	14.7
Business Ad. & Related	19	16.5	Humanities/Arts/ Languages	12	10.3
Social Sciences	14	12.2	Engineering & Related	12	10.3
Biological/ Natural & Physical Sciences	13	11.3	Business Ed/ Distributive Ed & Other Vocational Ed. areas	10	8.6
Humanities/ Arts/Languages	7	6.0	Educational Ad. (Secondary & Post Secondary)	5	4.3
Educational Ad. (Secondary & Post Secondary)	4	3.5	None	15	12.9
Other	5	4.4	Other	1	1.0
No Response	1	.9	No Response	6	5.2
Total	115	100.0	Total	116	100.0

Table 3

Graduate Degrees Held

Degree Title	Number	Percentage
Master of Science	29	24.2
Doctor of Philosophy	18	15.0
Master of Arts	14	11.7
Master of Education	13	10.8
Doctor of Education	12	10.0
Master of Business Administration	4	3.3
No Response	1	.8
None	20	16.7
Other	9	7.5
Total	120	100.0

Table 4

Graduate Degree Major

Major	Number	Percentage
Business Ed/Distributive Ed/ & other Vocational Ed. areas	35	37.6
Educational Administration (Secondary & Post Secondary)	12	12.9
Biological/Natural & Physical Science area	11	11.8
Social Sciences	9	9.7
Engineering & Related	9	9.7
Business Administration & Related	6	6.4
Humanities/Arts/Languages	4	4.3
Guidance & Counseling	2	2.2
Other	2	2.2
No Response	3	3.2
Total	93	100.0

College or University Courses Taken
During Last Twelve Months

Question number eight in the questionnaire dealt with the college or university courses taken during the last twelve months by the respondents. Table 5 reveals that 25.5% of the respondents did not take any classes during the last twelve months. Education classes were the most predominant classes (22%) taken by the respondents. Cooperative Education (Other) (7.8%) and Business Education (7.8%) were the next most attended classes.

Table 5

College or University Courses Taken During Last Twelve Months

Course	Number	Percentage
Education	31	22.0
Cooperative Education (Other)	11	7.8
Business Education	11	7.8
Social Sciences (Other)	10	7.1
Business Administration	8	5.7
Industrial Arts	6	4.3
Engineering	4	2.8
Humanities and Arts (Other)	4	2.8
Automotive Technology	3	2.1
Accounting	2	1.4
Electronics	2	1.4
History	2	1.4
Political Science	2	1.4
Home Economics	1	.7
Biological & Natural Science (Other)	1	.7
None	36	25.5
Other	7	5.0
Total	141	100.0

Cooperative Education Workshops
Attended During Last Twelve
Months

Question number nine of the questionnaire related to the attendance of the respondents at cooperative education workshops during the last twelve months. The data in Table 6 show that 78.4% of the respondents attended a cooperative education workshop during the last twelve months.

Table 6
 Cooperative Education Workshops Attended
 During Last Twelve Months

Response	Number	Percentage
Yes	80	78.4
No	22	21.6
Total	102	100.0

Areas of Occupational Experience

Question number ten of the questionnaire was concerned with the occupational experience of respondents. Table 7 indicates that the predominant area of experience for the respondents was in business and industry (18.6%). The next most predominant area of occupational experience was in teaching and instruction (17.2%). Teaching and instruction was followed by marketing with 10.3% of the total.

Table 7

Areas of Occupational Experience

Area of Experience	Number	Percentage
Business and Industry	43	18.6
Teaching and Instruction	40	17.2
Marketing	24	10.3
Government	16	6.9
Manufacturing	15	6.5
Military	13	5.6
Service Industry	12	5.2
Clerical and Office	9	3.9
Distribution and Transportation	9	3.9
Health or Medicine	6	2.6
Laborer	6	2.6
Agriculture	4	1.7
Home Economics	1	.4
Other	30	12.9
No Response	4	1.7
Total	232	100.0

Length of Occupational Experience

Question number twelve of the questionnaire related to the length of the occupational experience of respondents. Table 8 reveals that 45.1% of the respondents had occupational experience of nine years and over. In addition, 18.6% of the respondents had from six to nine years occupational experience and 18.6% had from four to six years occupational experience.

Time Since Occupational Experience
Took Place

Question number thirteen of the questionnaire dealt with the recency of the occupational experience. The data in Table 9 show that 30.4% of the respondents had occupational experience within the last six months and 17.7% of the respondents had occupational experience more than

Table 8

Length of Occupational Experience

Time Period	Number	Percentage
Nine years and over	46	45.1
Four to six years	19	18.6
Six to nine years	19	18.6
Two to four years	10	9.8
Six months to one year	2	2.0
One to two years	2	2.0
Not applicable	1	1.0
No response	3	2.9
Total	102	100.0

Table 9

Time Since Occupational Experience Took Place

Time Period	Number	Percentage
During last six months	31	30.4
More than six years ago	18	17.7
From six months to one year ago	14	13.7
From two years to four years ago	14	13.7
From four years to six years ago	11	10.8
From one year to two years ago	8	7.9
Not applicable	3	2.9
No response	3	2.9
Total	102	100.0

six years ago. In addition, 13.7% of the respondents had occupational experience which took place from six months to one year ago and 13.7% had occupational experience which took place from two to four years ago.

How Related the Coordinator's Educational and
Occupational Background is to Present Position

Relationship of Undergraduate Degree
Major to Current Cooperative
Education Assignment

Question number four of the questionnaire dealt with the relationship of the respondent's undergraduate degree major to their present cooperative education assignment. The data in Table 10 tell that 42.2% of the respondents felt that their undergraduate degree major had considerable relationship to their present assignment and 25.5% felt that their undergraduate degree major had extreme relationship to their present coordination assignment. In addition, 15.7% felt their major had some relationship to their present assignment.

Table 10
Relationship of Undergraduate Major to Current
Cooperative Education Coordination Assignment

Response	Number	Percentage
Considerable	43	42.2
Extreme	26	25.5
Some	16	15.7
Limited	9	8.8
None	6	5.9
No response	2	1.9
Total	102	100.0

Relationship of Graduate Degree Major
to Current Cooperative Education
Assignment

Question number seven of the questionnaire dealt with the relationship of the graduate degree major of the respondents to their present cooperative education assignment. The data in Table 11 show that 35.3% of the respondents felt that their graduate degree major was considerably related to their present coordination assignment and 20.6% of the respondents felt that their graduate degree major was extremely related to their present coordination assignment. Furthermore, 13.7% felt that their graduate degree major had some relationship to their present coordination assignment.

Table 11
Relationship of Graduate Degree Major to Current
Cooperative Education Assignment

Response	Number	Percentage
Considerable	36	35.3
Extreme	21	20.6
Some	14	13.7
Limited	10	9.8
None	11	10.8
No response	10	9.8
Total	102	100.0

Relationship of Occupational Experience
to Current Cooperative Education
Coordination Assignment

Question number eleven in the questionnaire dealt with the relationship of the occupational experience of the respondents to their

present cooperative education coordination assignment. Table 12 indicates that 46.1% of the respondents felt that their occupational experience was considerably related to their present coordination assignment and 28.4% of the respondents felt that their occupational experience was extremely related to their present coordination assignment. In addition, 11.8% felt that their occupational experience had some relationship to their present assignment.

Table 12
Relationship of Occupational Experience to Current
Cooperative Education Coordination Assignment

None	Number	Percentage
Considerable	47	46.1
Extreme	29	28.4
Some	12	11.8
Limited	8	7.9
None	3	2.9
No response	3	2.9
Total	102	100.0

Occupational Experience Required for
Cooperative Education Assignment

Question fourteen of the questionnaire addressed the question of whether the respondents felt that occupational experience was required in order for them to obtain their present assignment. The data in Table 13 reveal that 64.7% of the respondents felt that occupational experience was required.

Table 13
Occupational Experience Required for
Cooperative Education Assignment

Response	Number	Percentage
Yes	66	64.7
No	32	31.4
No response	4	3.9
Total	102	100.0

Time Spent by the Coordinator in
Classroom Teaching Versus the
Time Assigned for Coordi-
nation Duties

Question fifteen of the questionnaire related to how the coordinators spent their time while on the job. Table 14 shows that approximately half of the respondents time was spent teaching, one-fourth of their time was spent in administration and about one-fifth of their time was spent in coordinating.

Table 14
Percentage of Time Spent in Classroom Teaching
Assignment Versus All Other Activities

Activity	Percentage
Teaching	47.7
Administration	25.0
Coordinating	17.0
Other	10.3
Total	100.0

Time Spent by the Coordinator in Classroom

Teaching Versus the Time Assigned

for Coordination Duties

Student-teacher Ratio in
Coordination Activities

Question number seventeen in the questionnaire asked the respondents to identify the number of students they individually coordinated. Table 15 reveals that the predominant number of respondents (39.2%) were responsible for coordinating 10 students. Over 17% of the respondents coordinated 15 students and 9.8% coordinated 20 students.

Table 15

Student-teacher Ratio in Coordination Activities

Ratio	Number	Percentage
One to ten	40	39.2
One to fifteen	18	17.7
No response	13	12.7
One to twenty	10	9.8
One to over fifty	7	6.9
One to thirty	6	5.9
One to twenty-five	5	4.9
One to fifty	3	2.9
Total	102	100.0

Percentage Teaching Classes Not
Related to Their Cooperative
Education Coordination
Activities

Question sixteen of the questionnaire addressed the question of how many of the respondents were teaching classes not related to their cooperative education assignment . Table 16 shows that 47.1% of the respondents were teaching classes not related to their present coordination assignment.

Table 16
Percentage Teaching Classes Not Related to Their
Cooperative Education Coordination Activities

Response	Number	Percentage
No	51	50.0
Yes	48	47.1
No response	3	2.9
Total	102	100.0

Specialized Training or Education in Cooperative
Education or Coordination Techniques
Received by the Coordinator

Question number nine asked the coordinators to identify the topics discussed in cooperative education workshops they had attended. Table 17 gives the most discussed workshop topics in rank order. The most discussed topic was the training agreement and the second most discussed topic was the training station and its problems and challenges.

Student learning objectives and cooperative education evaluation forms were the third and fourth most discussed topics.

Table 17

Most Discussed Workshop Topics

-
1. The training agreement
 2. The training station
 3. Student learning objectives
 4. The cooperative education evaluation form
 5. The cooperative education program log
 6. Employer relations
 7. Cooperative education funding
 8. The selection process in choosing cooperative education students
 9. Employer benefits through cooperative education
 10. The advisory committee in cooperative education
 11. Principles of a post secondary cooperative education program
 12. Qualifications of a teacher-coordinator
 13. Promoting cooperative education
 14. The future of cooperative education
 15. The administration of cooperative education programs
-

Involvement of Cooperative Education Coordinators in Their
Duties as Outlined in the Utah State Board of Vocational
Education's Work Education Guide

Section II of the questionnaire dealt with the involvement of the coordinators in their own cooperative education programs. The coordinators were asked to rate their involvement in fourteen cooperative education functions as outlined in the Utah State Board of Vocational Education's Work Education Guide. They rated their activities on a scale of one to five with one signifying no involvement and five signifying extreme involvement. Table 18 shows the rank order of their involvement in these activities. The greatest participation came in the activity of selecting students for participation in the cooperative education program. The least amount of involvement was found in the activity of writing local policy statements which guide the administration of the school's cooperative education program.

Listed below are other activities that the post secondary coordinator mentioned as occupying their time in the performance of their duties. They are as follows: An annual coop breakfast for students and employers, coordination of activities of other coordinators, training other coordinators, evaluation and procurement of materials being used by other schools, retailing research, obtaining scholarships, teaching retailing workshops and seminars, proposal writing, screening for instructors in program, student recruitment, arrangement of departmental credit, writing an annual report of program achievements, management of program finances, development of cooperative education workbook and student advisement.

Table 18

Rank Order of Involvement in Fourteen Utah State Board of Vocational
Education's Guidelines for Cooperative Education

Guideline	Mean
1. Participation in selection of students in the cooperative education program	3.81
2. Placing students in proper work stations	3.68
3. Keeping records and reports of all phases of the cooperative education program	3.67
4. Use of training agreements	3.574
5. Participation in selection of training stations for future student learners	3.565
6. Making regular visits to the training stations	3.51
7. Use of training plans	3.50
-----Minimum level of acceptance [†] -----	
8. Offering a class in related instruction for cooperative education students	3.204
9. Participation in public relations programs to promote cooperative education programs	3.20
10. Conducting follow-up studies to improve cooperative education programs	3.05
11. Participation in an evaluation program to determine program effectiveness	2.51
12. Participation in the activities of the school cooperative education advisory committee	2.50
13. Using community surveys to determine the direction of cooperative education program	2.43
14. Participation in the writing of a local policy statement which is used to guide the administration of the school's cooperative education program	2.34

[†] 3.5 is the minimum acceptable level of performance as outlined in the Utah State Vocational Board of Education's Work Education Guide (Appendix B, p. 63)

Scale: The coordinators were asked to rate the following activities as to their involvement in that activity according to the following scale: 1 = no involvement; 2 = limited involvement; 3 = some involvement; 4 = considerable involvement; 5 = extreme involvement.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the job qualifications and job activities of post secondary cooperative education coordinators in the state of Utah.

More specifically this study attempted to answer the following questions:

1. What is the educational and occupational background of post secondary cooperative education coordinators?
2. How related is the educational and occupational background to the present position held by the coordinator?
3. What specialized training or education in cooperative education or coordination techniques have the coordinators received?
4. How much time does the coordinator spend in traditional classroom teaching versus time assigned for coordination duties?
5. How involved are cooperative education coordinators in the duties of a coordinator as outlined in the Utah State Board of Vocational Education's Work Education Guide?

The study included a review of literature, a research study to determine the job qualifications and job activities of the post secondary cooperative education coordinators in the state of Utah and compilation of the research data.

Information was obtained by means of a questionnaire sent to all post secondary cooperative education coordinators who worked in the state of Utah during the year 1977. Of the 121 coordinators polled, 102 (84.3%) returned the completed questionnaire.

The information gathered was of a descriptive nature and where appropriate, the data was summarized by using descriptive statistics.

Conclusions

The findings of this study led to the following conclusions:

1. Over 78% of the post secondary cooperative education coordinators hold the required educational degree as outlined by the Utah State Vocational Board's Work Education Guide (see Appendix B, p. 78).
2. Over 92% of the post secondary cooperative education coordinators have spent the required time in another occupational field as suggested by the Utah State Vocational Board's Work Education Guide (see Appendix B, p. 78).
3. Seventy-five percent of the post secondary cooperative education coordinators have degrees which exceed the educational requirements as outlined by the Utah State Vocational Board's Work Education Guide (see Appendix B, p. 78).

4. Over 78% of the post secondary coordinators have updated or increased their knowledge of cooperative education by attendance at cooperative education workshops.
5. A majority of the post secondary cooperative education coordinators appear to have an adequate educational and occupational background.
6. A majority of the coordinators felt that an adequate educational and occupational background was necessary to qualify for their present position.
7. The undergraduate majors of the cooperative education coordinators appear to be related to the coordinators' present positions.
8. The graduate majors of the cooperative education coordinators appear to be related to the coordinators' present positions.
9. The occupational backgrounds of the cooperative education coordinators appear to be related to the coordinators' present positions.
10. The coordinators appear to be receiving on-going, balanced training in cooperative education through continuing education and attendance at cooperative education workshops.
11. The cooperative education coordinator spends more time in teaching than he spends in any other cooperative education activity.
12. The teacher-student ratio in coordination activities permits the coordinator the necessary time to work effectively with each student.

13. In 7 of the 14 functions considered essential for the success of a cooperative education program, the post secondary cooperative education coordinators did not meet the accepted level of involvement as outlined by the Utah State Board of Vocational Education's Work Education Guide (see Appendix B, p. 78); however, the effectiveness or ineffectiveness of the individual programs in each school could not be determined.
14. Post secondary cooperative education coordinators are more involved in the day to day activities of a cooperative education program than in the long range activities.

Recommendations

The findings of this study lead to the following recommendations:

1. To determine the effectiveness of each coordinator's performance, the administrators of each post secondary cooperative education program should evaluate the involvement of their coordinators in the fourteen functions of a cooperative education program as outlined by the Utah State Board of Vocational Education.
2. To determine their own individual effectiveness, the cooperative education coordinators should evaluate their own involvement in the 14 functions of a cooperative education program as outlined by the Utah State Board of Vocational Education.

3. The Utah State Board of Vocational Education should review and evaluate its own criteria for assessing cooperative education programs.
4. The information in this study should be made available to administrators as they evaluate the educational and occupational qualifications of their present coordinators.
5. The information in this study should be made available to administrators to use as a guide in the selection of new coordinators.
6. Post secondary cooperative education coordinators should become more familiar with the long range activities of their cooperative education programs.
7. Cooperative education workshop coordinators should examine the cooperative education workshop topics listed in this study and use that information as a guide in determining future program direction.
8. Using the findings of this study as a guide, the post secondary cooperative education coordinators should evaluate their own educational and occupational background to give insight in determining their own future educational and occupational needs.
9. The cooperative education coordinators whose occupational work experience occurred 9 years or more ago should update their occupational experience.

10. Based on the findings of this study, it is recommended that the coordinators spend more time in coordinating duties.
11. The coordinators should teach more classes that are related to their coordination duties.
12. A study should be made by the individual post secondary institutions to determine the effectiveness of their cooperative education programs.

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APPENDICES

Appendix ACoordinator Functions

C. F. Seaverns, Jr. A cooperative education researcher (1974, pp. 18-22)

Coordinator Functions

1. To coordinate and supervise the cooperative employment of an assigned group of students;
2. to serve as the liaison official between the cooperative institution and the employers regarding administrative and operating requirements of the program;
3. to assemble individual inventory records of his students for counseling and placement purposes;
4. to conduct group orientation meetings for instructional as well as review purposes;
5. to help his students secure initial satisfactory cooperative employment as well as subsequent opportunities through the placement process;
6. to conduct follow-up activities regarding all placements by regularly checking each student's job performance through company visits and individual student conferences;
7. to solicit cooperative jobs ranging from entry jobs to training programs in business, industry, government agencies or service agencies depending upon the needs and qualifications of his students;
8. to disseminate occupational information in order to assist his students in making wise choices, plans, and adjustments relative to career planning;
9. to counsel his students regarding their educational, vocational, and personal development;
10. to serve as a referral agent in cases where there are special counseling problems;
11. to make division assignments in order to provide the necessary alternation of students on cooperative jobs to insure continuity of service to employees;
12. to maintain functional departmental and personal records and reports;
13. to represent the viewpoint of the department of cooperative education on various institutional committees; and,
14. to vigorously promote, encourage, and recommend the advantages of the cooperative plan to the administration, faculty, students, employers, guidance counselors, community organizations and the public to insure their supportive efforts and, in general, to enhance the growth of cooperative education.

Coordinator as a Professional Worker

1. Has adequate educational training (bachelor's degree minimum), preferably in the field of the students under his jurisdiction;
2. desires to secure professional training in counselor education and related fields;
3. has occupational experience in fields other than education;
4. possesses a genuine interest in education and administration as a career.

Colorado State Board for Community Colleges and

Occupational Education, p. 9

Functions and Duties of the Coordinator

- * determine community needs
- * assisting the student in the identification of career goals and objectives
- * recruiting and selecting student-trainees
- * selecting training stations
- * placing students correctly
- * providing general and job-related instruction
- * establishing and maintaining a youth organization
- * coordinating the classroom experience with on-the-job experiences ... using training agreements, training schedules, and training plans
- * communicating effectively with the many public servants
- * establishing and maintaining functional advisory committees
- * assisting in program planning and budgetary activities
- * providing a system for continuous program evaluation
- * providing for professional development

A teacher-coordinator should spend two to three hours a day in direct coordination activities. This is based on one hour per week for every two students enrolled in the program.

North Carolina--State Department of Public Instruction--

Division of Vocational Education, Trade and

Industrial Education, 1963, p. 3

It is his duty (coordinator) to promote interest in the program, organize his classes, develop and organize instructional material, place students in employment according to their interests and qualifications, and to do follow-up work among employed students. In practically all cases, he also supervises the related studies of his students, thus, serving in the dual capacity of teacher-coordinator.

State of Washington and Coordinating Council for Occupational
Education--Guidelines for Cooperative Vocational Education
in Community Colleges, 1972, pp. 6-7

Duties and Tasks Performed by
Instructor-Coordinator

1. Guidance and selection of students.
2. Placing students in training jobs.
3. Assisting students in adjusting to their work environment.
4. Improving training done on the job.
5. Correlating classroom instruction with on-the-job training.
6. Assisting students in making personal adjustments.
7. Directing vocational youth organizations.
8. Providing services to graduates and adults.
 - providing guidance and placement services for graduates.
 - participating in the planning and operation of adult education programs.
9. Administrative activities
 - planning program objectives.
 - research and planning surveys.
 - organizing and working with advisory committees.
 - planning curriculums.
 - communicating school policy.
 - preparing reports.
 - budgeting.
 - participating in professional meetings.
10. Maintaining good public relations.

Occupational Experience

A coordinator should have one to three years in an occupational field. Consideration should be made as to the quality, variety and recency of the work experience.

Educational Requirements

Technical course work in the occupational areas of interest is an essential requirement. Instructor-coordinators are usually required to have completed course work in educational psychology, teaching methods, tests and measurements, etc. In order to organize, administer and direct various activities, vocational education course work is needed in the following areas: organization and administration of cooperative

vocational education, philosophy of vocational education, occupational analysis and course construction, vocational guidance, student teaching, and adult, post-secondary and other specialized course methods.

Instructional Materials Laboratory--University of Missouri

Techniques of the "Coop" Method, pp. 100-101

Teacher-Coordinator Competencies

1. Qualification Requirements
-minimum is full certificate requirements.
2. Professional Involvement
-belongs to appropriate professional organizations.
3. Faculty Relationships.
-orientation of faculty and acquaint faculty with programs.
4. Club Orientation
-complete understanding of youth organization and utilizes its activities as supplemental learning experience.
5. Public Relations
-public relations activities are extensive and effective in informing total community.
6. Personality Rating
-personal qualities that contribute to the best human relations.
7. Professional Improvement
-staff participates in In-service education--secures up-to-date experience in field--up-to-date on current developments.
8. Community Involvement
-staff participates in community affairs and is a good citizen.

Utah State Board of Vocational Education, 1976, pp. 13-14

Tasks Required for Work-education-
Teacher-Coordinator

Emphasis Guide

Major Minor

T

t

T

1. understand objectives and procedures of work education
- t 2. sell the (w.e) program to
 - a. school administrators
 - b. businessmen as groups
 - c. employers individually
 - d. parents in groups
 - e. students in groups
 - f. parents individualls
 - g. students individually
 - h. teachers and counselors

Emphasis GuideMajor Minor

- | | | | |
|---|---|-----|---|
| | t | 3. | determining the need for work education program |
| | | a. | student |
| | | b. | employer |
| | | c. | community |
| | | d. | occupational data |
| | t | 4. | establish good faculty relations |
| | t | 5. | work within the administrative organization |
| T | | 6. | identify, obtain and develop adequate training stations |
| T | | 7. | identify and recruit students who will benefit most from the work education program |
| | t | 8. | arrange orientation programs |
| T | | 9. | student selection in work education |
| | t | 10. | understand applicable labor laws |
| T | | 11. | develop and utilize training plans. |
| | t | 12. | provide a program of sponsor development |
| T | | 13. | develop and utilize effective techniques in observation |
| T | | 14. | schedule and make |
| T | | 15. | develop and teach the work education related instructional program |
| T | | 16. | use a system approach to occupational training |
| T | | 17. | determine the guidelines and operation of the advisory council. |
| | t | 18. | establish a total work education program evaluation criteria |
| | t | 19. | know how to apply for federal funds |
| | t | 20. | understanding funding systems |
| | t | 21. | develop and initiate good public relations |
| | t | 22. | placement and follow-up |

Educational Requirements ofDistributive EducationCoordinator

The teacher-coordinator must (1) be trained in vocational education with a thorough background in professional education subject matter and the technical subject matter of the distributive field and (2) he must have a background of occupational experience that provides him with the necessary skills and knowledge to work with the business community in a climate and atmosphere familiar to the businessman (Distributive Education Coordinator Handbook, 1972, p. 32).

G. K. Howe, Professor, Cooperative Education, Northeastern University

Boston, Massachusetts, 1974, pp. 70-72

Below is an outline of a time schedule to help organize the time of a coordinator, so that he may more effectively help his students.

Countdown Time Schedule and Description
of the Basic Functions a Coordinator
Must Complete Each Quarter

- | | |
|----------|---|
| 13 weeks | <p>I. Interview each student (time allotted per student depends on the number of students to be interviewed)</p> <ul style="list-style-type: none"> A. Attend registration and have student sign up for individual interviews. B. Determine student's experiences while at work and focus these experiences on student's needs. C. Determine if present job is satisfactory or if there should be a change of career direction. D. Reschedule appointments if more time is needed. E. If a change of career direction is desirable: <ul style="list-style-type: none"> 1. Assist student in determining his/her career goals. 2. Get student information for data sheet. 3. Sign up students for interviews at target-date-time (5 weeks before the change). 4. Discuss the possibility of the student working away from home. 5. Inform students of early on-campus interviews with away companies (6 weeks before the change). 6. Determine number of job interviews the students want to go to (normally three or less). |
| 10 weeks | <p>II. Visit Companies</p> <ul style="list-style-type: none"> A. Find out, preferably from each student, exactly what one does on the job. B. Determine company policies and programs, salary schedule and plans. C. Train supervisors and company personnel about the goals and objectives of cooperative education. D. Discuss student growth patterns and determine whether assistance might be provided. E. Locate, inspect and evaluate new companies. F. One week each quarter should be scheduled for visiting companies away from the local area. |
| 9 weeks | |
| 8 weeks | |

- | | | |
|----------|-------|--|
| 8 weeks | III. | Out of State Firms Interview on Campus |
| | A. | Arrange for away companies to visit the university to interview prospective candidates. |
| 6 weeks | | B. Host on campus interviews by away companies. |
| 6 weeks | IV. | Call each company to find out personnel needs for the next change-over. |
| 6 weeks | V. | Assemble listings of all prospective job openings. |
| 6 weeks | VI. | Assemble listings of all students needing jobs in alphabetical order by class and by major. |
| 6 weeks | VII. | Preselect companies for students to interview for jobs. |
| 5 weeks | VIII. | Discuss preselected company interviews with students |
| TARGET | | to verify student's interest, provide letters of intro- |
| DATE | | duction and specify two-week interviewing period within |
| TIME | | which time students are to interview and then inform us of their order of preference. Companies are asked, similarly, to provide us with their preferred order of student acceptability. |
| 3 weeks | IX. | Call companies and confirm student placements. Reschedule those students who have yet to be employed. |
| 2 weeks | X. | Student final exams-Regroup, solve special placement problems. |
| 1 week | XI. | Plan out schedule for next quarter. |
| AND INTO | XII. | Type up interviewing notation sheets for next quarter. |
| NEXT | XIII. | Set up interviewing schedules for registration day of next quarter. |
| QUARTER | XIV. | Complete student placements, if necessary. |

College of San Mateo, 1974, pp. 3-4

Cooperative Education--Coordinator
Responsibilities

Spring 1974 Cooperative Education Coordinator Activity Outline--

Meet with each student to discuss his potential opportunity for learning at the work station to answer questions about cooperative education requirements. Credit is given for learning on the job not because the student has a part-time job.

Week 5

The student should bring to this interview a prepared job description or classification form and three or more written objectives for the Co-op Ed. course. When the objectives meet with your approval, have the student transcribe them neatly onto the Cewe agreement and sign the form. Give the student a copy.

Discuss with the student his proposed term project.

Encourage the student to contact you at any time a problem arises on the job.

Visit each student's work station for the purpose of reviewing his objectives with the employer. Have the employer sign the Cewe agreement form and make a contribution to the objectives if he wishes. Have employer indicate student's weekly work hours on the form. Leave a copy for employer.

Week 8

Solicit the employer's cooperation and encourage him to provide the student with optimum educational opportunity on the job. The employer is a "Do-instructor." Discuss the student's performance on the job, and invite the employer to contact you if any problems arise or if he had suggestions for helping the student or improving the program.

Submit grade and completed Co-op Ed. office copy of Cewe agreement.

Midterm

Conduct a follow-up interview with the student, discussing the employer's comments. (Summarize and record in student folder.)

Help student with the term project.

Collect and read student term projects.

Week 14

Obtain evaluation from the employer regarding student and achievement of objectives.

Discuss with the student his evaluation and term project. Assign "credit" or "no credit" grade and appropriate units--1 for each five hours worked per week.

End of Finals

J. W. Wilson, Center for Cooperative Education

Northeastern University, pp. 4-5

Coordinator's Activities

In collaboration with the individual student, goals are established that are responsive to the needs of the student. They may be goals which focus upon career development, upon personal development, or upon social development. They will surely, however, be consistent with the student's total education program. Once the student's learning goals have been explicitly stated, it is the coordinator's responsibility (again, often in concert with the student) to identify appropriate work experiences and work environments which offer the greatest likelihood of helping the student to achieve his educational objectives. Although

appraisals will be made throughout the work period, major attention will be given to evaluation at the conclusion of the experience. The employer submits an evaluation of how the student performed on the job. The coordinator is responsible for taking this information and translating it to the student in terms of his educational goals. He is also responsible for helping the student to assess his total experience, relating that experience to his educational and developmental goals. This assessment is used to guide the student's future learning efforts.

W. B. Mosbacker, Professor of Professional Development

University of Cincinnati, Cincinnati, Ohio, pp. 33-37

The Role of the Coordinator

Doctor Mosbacker has divided the role of the coordinator into five areas. The first area is the career-planning process, where the career-counseling-guidance role assumes great importance. It is explained in outline form below:

<u>(Student)</u> <u>Career Planning</u>	<u>Career Counseling Guidance Role</u>	<u>Adjunct Coordinator Functions</u>
Self-analysis	<u>Initial Group Guidance</u>	
Career analysis	Teaching Professional Practice I (Pre-employment class)	
Synthesis	<u>Individual Counseling</u>	Solicit cooperative assignments ranging from entry jobs to carefully structured training program
Implementing Career Plans	Initial pre-placement interview	
	Pre-referral interview	
	Referral interview & placement	Maintain maximum availability to students
Verification	Follow-up activities	
	Visit students on assignments	Assemble individual inventory records of students
Return to Self-analysis etc.	Regular conferences with employers	
	Post assignment interviews	Maintain functional departmental and personal records & reports

Final Group Guidance

Teaching Professional Practice II (Capstone Occupational goal class)

Return to Self-analysis etc.

Terminal Individual Counseling

Wrap-up Interview

Disseminate occupational and career guidance information

The second area is the role the coordinator play in Employer Relations. This includes such responsibilities as:

1. Fostering the development of the best university-corporate relations.
2. Providing assistance in developing and establishing training programs for cooperative students.
3. Acting as consultant to employers in times of student training needs and as problems arise.
4. Providing employers with effective guidelines for working with cooperative students to meet their specific needs.
5. Providing for mutual consulting in terms of periodic workshops.

Thirdly is the role of the coordinator as a Faculty Member.

1. Serving as the campus expert in the professional field of cooperative education.
2. Continually endeavoring to establish continuity between the Coordination Department and the academic faculty and staff in areas of mutual concern.
3. Providing regular feedback from employers to university administration and faculties.
4. Contributing to the effective administration of the program of the Department of Coordination.
5. Contributing new ideas and concepts for improved departmental and university programs.
6. Representing the viewpoint of the Department of Coordination or institutional committee.
7. Vigorously supporting and recommending the cooperative plan to new faculty members.
8. Being an effective exponent of the cooperative plan and of the university in the community.
9. Actively participating in community betterment.

The fourth area of concern to the coordinator is his role in the Professional Field of Cooperative Education. The related concerns are as follows:

1. Conducting sound research projects to support development and to evaluate performance in the field of cooperative education.
2. Publishing articles and books related to cooperative education.
3. Participating in related, professional associations and assuming leadership in these organizations.

The final area is not to be considered a coordinator's role but a responsibility that permeates all the previous roles that have been described. This is referred to as the continuing responsibility of the coordinator for his own Personal Professional Development. This includes:

1. Supplementing academic background with related courses and experiences.
2. Reading job-related publications regularly and participating in job-related lectures and meetings.
3. Practicing what is taught and counseled--personal career planning.

Appendix B

Utah State Board for Vocational Education

Work Education Guide, Section K

Assessing Work Education Programs

ASSESSING COOPERATIVE WORK EXPERIENCE PROGRAMS

Patterned After Oregon State Model

CONTENTS

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ASSESSING COOPERATIVE WORK EXPERIENCE PROGRAMS

Introduction

This assessment has been designed to: 1) provide an overview of key elements; 2) provide districts, schools, or departments a means of determining the status and needs of their programs; and 3) establish yearly goals, hopefully for five years in advance, to meet their needs in cooperative work experience education programs.

A suggested approach is by utilization: 1) as a self assessment, 2) as in-school team assessment, and 3) as an out-of-school team which is aware of other school programs throughout Utah. After each has complete assessment of each element and criteria, a comparison of results will lend strength to the final assigned assessment.

Directions for Completing Profile

Assigned assessments are on a zero to five scale, a rating of zero indicating nonexistence and a rating of five being ideal. The rating for each element is determined by adding the assigned assessments for the criteria within the element and dividing the sum by the number of criteria within the element. The values for each element may be transferred to the profile sheet found on page 2. After all the ratings have been plotted on the profile sheet, connect the points to present a graphic picture of the program. This rating form could be used many different times by using different colored pencils for different years and different types of marks for self, in-school, and out-of-school assessments.

*As defined in Utah, Cooperative Work Experience Education is a planned program consisting of a student with an occupational interest enrolled in a related vocational class (a cluster program or diversified occupations), coupled with realistic on-the-job training which reinforces the interest and vocational class of the student.

COOPERATIVE WORK EXPERIENCE EDUCATION PROGRAM ASSESSMENT PROFILE

2

Written Local Policy State-Tent	Advisory Committee	Community Survey	Training Stations	Student Selection	Student Placement	Training Plan	Training Agreement	Related Classroom Instruction	Training Station Visitations	Records and Reports	Classroom and On- the-Job Evaluation	Follow-up	Program Evaluation	Personnel	Public Relations
5															
4															
3															
2															
1															
0															

MODEL
PROGRAM
RANGE

ELEMENT - WRITTEN LOCAL POLICY STATEMENT

3

PHILOSOPHY:

The development of a written local policy statement to provide management direction for cooperative work experience education is a requisite to consistency in program operation. The need for a comprehensive written local policy statement is perhaps greater in cooperative work experience education than in any other component of the total school curriculum because of the necessity for harmonious working relationships with large numbers of groups. A comprehensive, well-written local policy statement provides the professional staff with a set of guidelines which are to be followed in the operation of the program and indicates clearly who is responsible for what.

<u>ASSESSMENT CRITERIA:</u>	<u>ASSESSMENT</u>	<u>KEY REMARKS</u>
A. A written local policy statement has been developed to help in administering cooperative work experience education.	5 4 3 2 1 0	
B. The written local policy statement includes:		
1. The educational philosophy of the school.	5 4 3 2 1 0	
2. The schools' philosophy of vocational education.	5 4 3 2 1 0	
3. The schools' philosophy concerning cooperative work experience education.	5 4 3 2 1 0	
4. The objectives of the cooperative work experience education program.	5 4 3 2 1 0	
5. The administrative relationships.	5 4 3 2 1 0	
6. The organization and utilization of advisory committee.	5 4 3 2 1 0	
7. Program evaluation procedures.	5 4 3 2 1 0	
AVERAGE TOTAL ASSESSMENT		

ELEMENT - ADVISORY COMMITTEE

PHILOSOPHY:

A functional community advisory committee can greatly facilitate the effective operation of a cooperative work experience education program. Some of the functions performed by a local advisory committee include: (1) assisting with community surveys, (2) publicizing the program, (3) locating training stations, (4) assist in development of curriculum, (5) assisting in evaluation. It is very important that the committee is only advisory in character. It has no administrative or policy-forming power.

ASSESSMENT CRITERIA:

ASSESSMENT

KEY REMARKS

A. A local advisory committee has been organized to give guidance and direction to the program.

5 4 3 2 1 0

B. The local advisory committee:

1. Includes representatives of business, labor, students, and the public.

5 4 3 2 1 0

2. Is involved in determining community situations and needs.

5 4 3 2 1 0

3. Is involved in publicizing and promoting the program.

5 4 3 2 1 0

4. Is involved in evaluation of the program.

5 4 3 2 1 0

5. Is involved in developing employment opportunities.

5 4 3 2 1 0

6. Advises on program objectives and course content.

5 4 3 2 1 0

C. Duties and responsibilities of advisory committee members are outlined in writing and are being followed.

5 4 3 2 1 0

D. Minutes of advisory committee meetings are sent to the appropriate administrators.

5 4 3 2 1 0

E. Agendas are sent to members and appropriate administrators prior to the meetings.

5 4 3 2 1 0

AVERAGE TOTAL ASSESSMENT

ELEMENT - COMMUNITY SURVEY

PHILOSOPHY:

To ascertain future job vacancies and to develop appropriate curricula to properly prepare its graduates for entry into these jobs, educators must utilize the information provided by manpower and skill surveys. Although there are several means of obtaining the desired information through a community survey, it is best achieved by making presentations personally before civic organizations, service clubs, and business and professional groups.

ASSESSMENT CRITERIA:	ASSESSMENT	KEY REMARKS
A. A survey of appropriate businesses and firms in the community has been conducted.	5 4 3 2 1 0	
B. The community survey includes:		
1. Population of the community by sex and age groups present and projected.	5 4 3 2 1 0	
2. Population of the work force by sex and industry, present and projected.	5 4 3 2 1 0	
3. The number of jobs available, present and projected.	5 4 3 2 1 0	
4. The total number of training stations meeting minimum standards.	5 4 3 2 1 0	
5. The existence of labor unions and company policies prohibiting the hiring of student learners.	5 4 3 2 1 0	
6. Potential names of persons to contact for advisory committee use.	5 4 3 2 1 0	
7. The names of personnel capable of serving as training station sponsors.	5 4 3 2 1 0	
AVERAGE TOTAL ASSESSMENT		

ELEMENT - TRAINING STATIONS

PHILOSOPHY:

The training station is the business establishment in the community where the student participates in on-the-job activities. Not all business establishments are appropriate as training stations, and not all employers make good training sponsors. The cooperative work experience teacher-coordinator must evaluate potential training stations, considering students' needs, interests, and abilities.

<u>ASSESSMENT CRITERIA:</u>	<u>ASSESSMENT</u>	<u>KEY REMARKS</u>
A. A well planned and systematic method of selecting training stations is being used.	5 4 3 2 1 0	
B. The advisory committee is involved with the selection and approval of training stations.	5 4 3 2 1 0	
C. Personal contacts are made with all firms wanting approval as a training station.	5 4 3 2 1 0	
D. The employers have an interest in <u>training</u> the student.	5 4 3 2 1 0	
E. The training stations have a good reputation and are accepted by the community as reliable, respected firms.	5 4 3 2 1 0	
F. The training stations provide opportunities for well-organized and varied learning situations.	5 4 3 2 1 0	
G. Employers are thoroughly informed concerning the purposes of the cooperative work experience program.	5 4 3 2 1 0	
H. The training station provides the student learner with adequate supervision by the on-the-job instructor.	5 4 3 2 1 0	
I. All training stations have signed a memorandum of agreement.	5 4 3 2 1 0	
J. The training stations pay the minimum wage for student learners.	5 4 3 2 1 0	
K. The training stations offer opportunities for advancement within the establishment.	5 4 3 2 1 0	
L. The employer supervisor has been trained.	5 4 3 2 1 0	
AVERAGE TOTAL ASSESSMENT		

ELEMENT - STUDENT SELECTION

7

PHILOSOPHY:

Student selection should be an outgrowth of recruitment to ensure that all potential cooperative students are familiar with the program. Student selection should be composed of three elements. These three elements are (1) student application forms that provide background information, (2) the student's personal cumulative record which provides such information as school grades and credit, vocational goals and interests, and (3) the student interview, conducted after all other pertinent data have been compiled.

<u>ASSESSMENT CRITERIA:</u>	<u>ASSESSMENT</u>	<u>KEY REMARKS</u>
A. The school has a definite plan for screening and selecting students into the program.	5 4 3 2 1 0	
B. The teacher-coordinator conducts personal interviews with each interested student.	5 4 3 2 1 0	
C. Interested students fill out an application form.	5 4 3 2 1 0	
D. Students are at least 14 years old when the on-the-job training begins.	5 4 3 2 1 0	
E. Students have an occupational goal in the area of training.	5 4 3 2 1 0	
F. The school counselor has been consulted in determining capable and qualified students.	5 4 3 2 1 0	
AVERAGE TOTAL ASSESSMENT		

ELEMENT - STUDENT PLACEMENT

PHILOSOPHY:

While direct solicitation is the means of locating most training stations, the coordinator should avail himself of every avenue of assistance in his search for appropriate locations. Some avenues of assistance open to the coordinator include the advisory committee, state employment service, community service organizations, and information collected during the community survey. When students are not placed in accordance with their own special needs and desires, they will not likely want to continue in that training station. In some cases, the employer may become dissatisfied with the program and may not wish to cooperate in the program.

<u>ASSESSMENT CRITERIA:</u>	<u>ASSESSMENT</u>	<u>KEY REMARKS</u>
A. The students have been interviewed by the employer before being employed.	5 4 3 2 1 0	
B. Instruction has been given students on applying for a job and employer-employee relations before the student begins work.	5 4 3 2 1 0	
C. Employers have been furnished names of students interested in the type of job available in his training station.	5 4 3 2 1 0	
D. The final selection of the student is made by the employer.	5 4 3 2 1 0	
E. Students work a portion of the regular school day.	5 4 3 2 1 0	
AVERAGE TOTAL ASSESSMENT		

ELEMENT - TRAINING PLANS

PHILOSOPHY:

The purpose of the training plan is to organize the instruction and to correlate classroom learning and on-the-job training. The teacher-coordinator, the employer, the training sponsor, and sometimes the student, together determine the specific learning experiences which will be provided on the job and the specific related learning which will be covered in school. A general plan for the job rotation and sequencing school instruction will serve as a guide in correlating on-the-job training and classroom learning.

<u>ASSESSMENT CRITERIA:</u>	<u>ASSESSMENT</u>	<u>KEY REMARKS</u>
A. A written training plan which lists learning activities has been developed.	5 4 3 2 1 0	
B. The training plan has been developed jointly by teacher-coordinator and employer.	5 4 3 2 1 0	
C. The training plan provides for rotation among different skills.	5 4 3 2 1 0	
D. The training plan contains provisions for keeping a record of student's on-the-job experiences.	5 4 3 2 1 0	
E. An individual training plan has been developed for each student.	5 4 3 2 1 0	
F. The training plan lists the related instruction that the school will provide that corresponds to the on-the-job experience.	5 4 3 2 1 0	
G. The employer, student, school official and parent have signed a copy of the training plan.	5 4 3 2 1 0	
H. The employer, student, school official and parent have received a copy of the training plan.	5 4 3 2 1 0	
AVERAGE TOTAL ASSESSMENT		

ELEMENT - TRAINING AGREEMENT

(0)

PHILOSOPHY:

The coordinator must make a continuous effort to maintain a training emphasis in cooperative work experience education programs. This is partly achieved through the training agreement. The training agreement is a written statement of the training commitment which is expected of each of the parties involved - the employer, the school, the student, and the parents. The training agreement should be signed by each of the parties mentioned and a copy should be given to each of them at the time the student is placed on the job.

<u>ASSESSMENT CRITERIA:</u>	<u>ASSESSMENT</u>	<u>KEY REMARKS</u>
A. A written training agreement between the school and the employer which lists specific responsibilities of the parties or individuals involved has been developed.	5 4 3 2 1 0	
B. The training agreement contains responsibilities of the student, employer, school and parent.	5 4 3 2 1 0	
C. The training agreement has been developed jointly by the teacher-coordinator and the employer.	5 4 3 2 1 0	
D. The training agreement contains the duration of the training period.	5 4 3 2 1 0	
E. The training agreement contains the schedule of work and school (minimum and maximum hours of work).	5 4 3 2 1 0	
F. The training agreement has been signed by the student, parent, employer, teacher-coordinator and school administration.	5 4 3 2 1 0	
AVERAGE TOTAL ASSESSMENT		

ELEMENT - RELATED CLASSROOM INSTRUCTION

11

PHILOSOPHY:

The term "related instruction" refers to an in-school program of instruction for students enrolled in the cooperative work experience education program. It refers to instruction that correlates with the student's work environment. In cooperative work experience education programs two major types of related instruction are used. The first consists of units of study that relate to the student's job and includes the technical knowledge they need to fully develop technical competency. The second type consists of units related to the student-learner work and includes the study of human relations, communication and work adjustment. This form applies only to the second type listed above.

<u>ASSESSMENT CRITERIA:</u>	<u>ASSESSMENT</u>	<u>KEY REMARKS</u>
A. The school provides sufficient instructional materials to supplement the teaching of related classroom instruction.	5 4 3 2 1 0	
B. A library which provides up-to-date reference materials related to areas of work in which students are being trained is provided.	5 4 3 2 1 0	
C. Books and references are located in the classroom or adjacent to it.	5 4 3 2 1 0	
D. A definite budget has been established for purchasing of books and reference materials.	5 4 3 2 1 0	
E. Related instruction consists of both individual and group instructional procedures.	5 4 3 2 1 0	
F. Related instruction is organized so material relevant to all students is presented and time is still available for individual instruction in the specific occupations.	5 4 3 2 1 0	
G. Related instruction is based upon individual needs.	5 4 3 2 1 0	
AVERAGE TOTAL ASSESSMENT		

PHILOSOPHY:

It is generally recommended that coordinators visit each training station personally at least 3 times during the term to check student progress and to plan on-the-job and in-school learning experiences which compliment each other. An important purpose of the coordinator's bi-weekly calls on the training sponsor is to evaluate student outcomes. During these calls the coordinator learns whether or not instruction is contributing to the development of occupational competence.

<u>ASSESSMENT CRITERIA:</u>	<u>ASSESSMENT</u>	<u>KEY REMARKS</u>
A. The teacher-coordinator has an organized and systematic plan for visiting students at their training stations.	5 4 3 2 1 0	
B. When making a visit, the teacher-coordinator determines employer satisfaction.	5 4 3 2 1 0	
C. Visits to students are based upon individual needs.	5 4 3 2 1 0	
D. The teacher-coordinator plans his visits and notifies the training stations in advance.	5 4 3 2 1 0	
E. When making a visit, the teacher-coordinator discusses the training plan with the on-the-job sponsor to determine student progress and needed revisions in on-the-job experiences and related instruction.	5 4 3 2 1 0	
F. When making a visit, the teacher-coordinator observes the student at work.	5 4 3 2 1 0	
G. The teacher-coordinator records his observations made during visits to students at their training stations.	5 4 3 2 1 0	
H. Conferences with employers are made away from the student and his work area.	5 4 3 2 1 0	
I. The teacher-coordinator invites the guidance personnel in his school to accompany him on some visitations to training stations.	5 4 3 2 1 0	
J. The teacher-coordinator plans a weekly schedule for on-the-job visits in advance. A copy of the results is available to the supervisor.	5 4 3 2 1 0	
AVERAGE TOTAL ASSESSMENT		

PHILOSOPHY:

A system of records and reports will keep the coordinator informed on all phases of program operation. A number of records and reports are required for regular program operation. Others provide background information that lead to good management techniques. Required records include such things as daily work reports, training agreements, employer rating sheet, training plans, annual reports, and follow-up of graduates. Informational records include such things as student applications, community survey information, and student achievement records.

<u>ASSESSMENT CRITERIA:</u>	<u>ASSESSMENT</u>	<u>KEY REMARKS</u>
A. Records and reports of the employer's rating of student progress are maintained by the teacher-coordinator.	5 4 3 2 1 0	
B. Individual training plans and training agreements are on file for each student.	5 4 3 2 1 0	
C. Records and reports of visitations of students at the training station are maintained by the teacher-coordinator.	5 4 3 2 1 0	
D. Placement records of former students are maintained by the teacher-coordinator.	5 4 3 2 1 0	
E. Individual student's on-the-job hours while enrolled in the program are maintained.	5 4 3 2 1 0	
F. A set of student reports and records are turned over to the guidance personnel at the end of the year so that they can be included in the student's permanent file.	5 4 3 2 1 0	
AVERAGE TOTAL ASSESSMENT		

ELEMENT - CLASSROOM AND ON-THE-JOB EVALUATION

4

PHILOSOPHY:

Student progress in acquiring occupational capabilities and competencies is the basis for evaluation in cooperative work experience education. Evaluation is a measure of the degree to which the student has achieved the objectives of the training and instruction. The purpose of evaluation is to determine whether or not the student is competent in the occupation, to verify that the learning experiences were effective in developing occupational capabilities and competencies, and to identify areas of strengths and weaknesses in order to plan further instruction.

<u>ASSESSMENT CRITERIA:</u>	<u>ASSESSMENT</u>	<u>KEY REMARKS</u>
A. Students receive high school credits for the work performed at the training station.	5 4 3 2 1 0	
B. Employers have the responsibility for rating the on-the-job achievement of the students.	5 4 3 2 1 0	
C. The teacher-coordinator supplies the employer with rating sheet that lists the desirable outcomes rather than letter grades to help them rate the students.	5 4 3 2 1 0	
AVERAGE TOTAL ASSESSMENT		

PHILOSOPHY:

The problem of obtaining valid, continual research data necessary for curriculum evaluation and subsequent revision is common to all high school districts. One approach to use is to obtain data from an appropriate sampling of the total population. Such an appraisal to follow-up can provide continual data from former students and a basis for evaluation of the program and curriculum at a fraction of the cost necessary to follow each and every student.

<u>ASSESSMENT CRITERIA:</u>	<u>ASSESSMENT</u>	<u>KEY REMARKS</u>
A. The school maintains an organized system of following up cooperative work experience education students after graduation.	5 4 3 2 1 0	
B. A record of employment positions and their pertinent information on former students is maintained by the school.	5 4 3 2 1 0	
C. The teacher-coordinator helps locate employment position for students after graduation.	5 4 3 2 1 0	
AVERAGE TOTAL ASSESSMENT		

PHILOSOPHY:

Continuous evaluation is essential to maintaining and improving programs of cooperative work experience education. While the program is continuously being evaluated informally by students, parents, employers and school personnel, a better planned approach provides a more valid basis for change. Outside evaluation groups should be utilized in program evaluation. Students, parents, school administrators, advisory committee members, state department personnel and faculty members all provide excellent sources of personnel to be used in evaluation.

<u>ASSESSMENT CRITERIA:</u>	<u>ASSESSMENT</u>	<u>KEY REMARKS</u>
A. The cooperative work experience program provides a continuous and planned program of evaluation.	5 4 3 2 1 0	
B. Program evaluation:		
1. Involves present students.	5 4 3 2 1 0	
2. Involves employers.	5 4 3 2 1 0	
3. Involves former students.	5 4 3 2 1 0	
4. Includes a survey of number of students placed in permanent jobs.	5 4 3 2 1 0	
5. Involves the school administration.	5 4 3 2 1 0	
6. Involves advisory committee members.	5 4 3 2 1 0	
7. Involves State Department of Education personnel.	5 4 3 2 1 0	
8. Includes the related classroom instructor as well as the training station instructor.	5 4 3 2 1 0	
9. Involves parents.	5 4 3 2 1 0	
AVERAGE TOTAL ASSESSMENT		

PHILOSOPHY:

Successful teacher-coordinators have several characteristics in common. The successful teacher-coordinator is a good administrator and can schedule activities, keep records, conduct interviews, work with youth organizations, as well as carry on other administrative duties expected. The key to an outstanding cooperative work experience program is the teacher-coordinator. The duties and responsibilities of the teacher-coordinator are broader than those required of a teacher; thus, to be successful, he must have a broader educational and occupational experience background.

ASSESSMENT CRITERIA:ASSESSMENTKEY REMARKS

- A. A well-qualified and highly dedicated teacher-coordinator has been hired.
- B. The teacher-coordinator holds a vocational certificate and is qualified by experience for his coordinating role.
- C. The teacher-coordinator understands cooperative work experience and its relationship to the total instructional program.
- D. The teacher-coordinator is hired on an extended contract basis through the summer months to provide program evaluation, development and continuity.
- E. The teacher-coordinator is given sufficient released time from school to visit each student learner at his training station at least twice a month.
- F. The teacher-coordinator has a thorough working knowledge of child labor laws and the federal and state legislation applicable to cooperative work experience.
- G. The teacher-coordinator is paid according to scale as a teacher with credit given for years of occupational experience.
- H. The teacher-coordinator has at least two years of business or industrial experience and preferably in more than one type of activity.
- I. The teacher-coordinator has a bachelor's degree or the equivalent as a minimum professional requirement.
- J. The teacher-coordinator exhibits the personal traits needed to succeed on the job.
- K. The teacher-coordinator is able to develop and maintain effective public relations.

5 4 3 2 1 0

5 4 3 2 1 0

5 4 3 2 1 0

5 4 3 2 1 0

5 4 3 2 1 0

5 4 3 2 1 0

5 4 3 2 1 0

5 4 3 2 1 0

5 4 3 2 1 0

5 4 3 2 1 0

5 4 3 2 1 0

AVERAGE TOTAL ASSESSMENT

ELEMENT - PUBLIC RELATIONS

PHILOSOPHY:

Good public relations in cooperative work experience education is more than acquiring the goodwill of the public toward the program. The purposes, objectives, policies, procedures, and other information about cooperative work experience education should be communicated to a variety of specific audiences through various media. Even though cooperative education is not a new idea, the basic tenets often are not understood by individuals who are involved in it some way, or by those who would like to participate. A program of planned publicity and public information is essential to establishing and maintaining a good cooperative vocational education program.

ASSESSMENT CRITERIA:	ASSESSMENT	KEY REMARKS
A. A systematic program of public relations has been initiated and is maintained by all parties involved.	5 4 3 2 1 0	
B. A calendar of promotional activities is prepared each year.	5 4 3 2 1 0	
C. An attractive printed-pictorial promotional brochure is available to all interested persons.	5 4 3 2 1 0	
D. Provisions are made for an annual employer-employee banquet.	5 4 3 2 1 0	
E. The teacher-coordinator serves as a speaker before interested groups in the community.	5 4 3 2 1 0	
F. Letters of thank you are sent to cooperating training stations at the end of the school year.	5 4 3 2 1 0	
G. Press releases related to cooperative work experience are issued by the school administration.	5 4 3 2 1 0	
H. Local television, radio, newspaper and other printed or illustrative media are utilized to promote the program.	5 4 3 2 1 0	
AVERAGE TOTAL ASSESSMENT		

Appendix C

Cooperative Education Coordinator Questionnaire

Current Job Title _____

SECTION I

Please check the correct box(es) to answer the following questions.

1. What undergraduate degree(s) do you hold?
- ☐ Associate of Arts
 - ☐ Associate of Science
 - ☐ Bachelor of Arts
 - ☐ Bachelor of Science
 - ☐ OTHER, Please specify _____
2. What was your undergraduate major(s)?
- ☐ Business Education
 - ☐ Industrial Arts
 - ☐ Business Management
 - ☐ Distributive Education
 - ☐ Accounting
 - ☐ English
 - ☐ Economics
 - ☐ English
 - ☐ Agriculture Education
 - ☐ Home Economics
 - ☐ Automotive Engineering
 - ☐ Electrical Engineering
 - ☐ OTHER, Please specify _____
3. What was your undergraduate minor(s)?
- ☐ Industrial Arts
 - ☐ Business Education
 - ☐ Business Management
 - ☐ Distributive Education
 - ☐ English
 - ☐ History
 - ☐ Accounting
 - ☐ Economics
 - ☐ Foreign Languages
 - ☐ Home Economics
 - ☐ None
 - ☐ OTHER, please specify _____
4. What relationship does your undergraduate major have to your current cooperative education coordination assignment?
- ☐ None
 - ☐ limited
 - ☐ some
 - ☐ considerable
 - ☐ extreme

5. What advanced degree(s) do you hold?
- ☐ Doctor of Philosophy
 - ☐ Doctor of Education
 - ☐ Master of Arts
 - ☐ Master of Science
 - ☐ Juris Doctor Degree
 - ☐ Master of Education
 - ☐ Master of Business Administration
 - ☐ None
 - ☐ OTHER, please specify _____
6. What was your most recent graduate degree major(s)?
- ☐ Industrial Arts
 - ☐ English
 - ☐ History
 - ☐ Distributive Education
 - ☐ Vocational Education
 - ☐ Business Education
 - ☐ Educational Administration
 - ☐ Political Science
 - ☐ Agriculture
 - ☐ Economics
 - ☐ Engineering
 - ☐ Business Administration
 - ☐ Home Economics
 - ☐ None
 - ☐ OTHER, please specify _____
7. What relationship does your most recent graduate degree major have to your current cooperative education coordination assignment?
- ☐ None
 - ☐ limited
 - ☐ some
 - ☐ considerable
 - ☐ extreme
8. What college or university courses have you taken during the last twelve months?
- ☐ None
 - ☐ Education
 - ☐ Engineering
 - ☐ History
 - ☐ Accounting
 - ☐ Business Education
 - ☐ Business Administration
 - ☐ Electronics
 - ☐ Automotive Technology
 - ☐ Home Economics
 - ☐ Political Science
 - ☐ Industrial Arts
 - ☐ OTHER, please specify _____

9. Did you attend any specialized workshops dealing with cooperative education during the last twelve months?
- ☐ Yes
☐ No
- If yes, please specify the types of topics discussed
- _____
- _____
- _____
10. In what area(s) did your occupational experience take place?
- ☐ Marketing
☐ Health or Medicine
☐ Clerical and Office
☐ Agriculture
☐ Service Industries
☐ Teaching and Instruction
☐ Home Economics
☐ Distribution & Transportation
☐ Business & Industry
☐ Laborer
☐ Manufacturing
☐ Government
☐ Military
☐ OTHER, please specify _____
11. What relationship does your occupational experience have to your current cooperative education coordination assignment?
- ☐ None
☐ limited
☐ some
☐ considerable
☐ extreme
12. How long was your occupational experience?
- ☐ 6 months to 1 year
☐ 1 to 2 years
☐ 2 to 4 years
☐ 4 to 6 years
☐ 6 to 9 years
☐ 9 years and over
☐ not applicable
13. How current is your above mentioned occupational experience?
- ☐ During the last 6 months
☐ From 6 months to 1 year ago
☐ From 1 year to 2 years ago
☐ From 2 years to 4 years ago
☐ From 4 years to 6 years ago
☐ More than 6 years ago
☐ Not applicable

14. To qualify for your present assignment was occupational experience required?
- ☐ Yes
- ☐ No
- ☐ Comments _____
15. What percentage of time do you spend in your classroom teaching assignment versus all other activities?
- ☐ Teaching _____
- ☐ Administration _____
- ☐ Coordinating _____
- ☐ OTHER _____ Please specify _____
16. Do you teach classes not related to your cooperative education coordination activities?
- ☐ Yes
- ☐ No
- ☐ If yes, please specify what classes _____
17. What is the student-teacher ratio in your coordination activities?
- ☐ 1 to 10
- ☐ 1 to 15
- ☐ 1 to 20
- ☐ 1 to 25
- ☐ 1 to 30
- ☐ 1 to 50
- ☐ 1 to over 50

SECTION II

How much personal involvement do you have in the following coordination activities? Please rate your involvement according to the following scale by circling the appropriate number at the right of the statement.

	1	2	3	4	5
	no	limited	some	considerable	extreme
	involvement	involvement	involvement	involvement	involvement
1. Did you participate in the writing of a local policy statement which is used to guide the administration of the school's cooperative education program?					1 2 3 4 5
2. Do you participate in the activities of the school cooperative education advisory committee?					1 2 3 4 5
3. Do you use community surveys to determine the direction of your cooperative education program?					1 2 3 4 5

	1	2	3	4	5
	no involvement	limited involvement	some involvement	considerable involvement	extreme involvement
4. Do you participate in the selection of training stations for future student learners?					1 2 3 4 5
5. Do you participate in the selection of students for participation in the cooperative education program?					1 2 3 4 5
6. Do you help place students in proper work stations?					1 2 3 4 5
7. Do you use training plans?					1 2 3 4 5
8. Do you use training agreements?					1 2 3 4 5
9. Do you offer a class in related instruction for your cooperative education students?					1 2 3 4 5
10. Do you make regular visits to the training stations?					1 2 3 4 5
11. Do you keep records and reports of all phases of the cooperative education program?					1 2 3 4 5
12. Do you conduct follow-up studies to help improve your cooperative education program?					1 2 3 4 5
13. Do you participate in public relations programs to promote your cooperative education programs?					1 2 3 4 5
14. Do you participate in a program that evaluates the total school program's effectiveness?					1 2 3 4 5

PLEASE SPECIFY OTHER ACTIVITIES NOT MENTIONED

15.	_____	1	2	3	4	5
16.	_____	1	2	3	4	5
17.	_____	1	2	3	4	5
18.	_____	1	2	3	4	5
19.	_____	1	2	3	4	5
20.	_____	1	2	3	4	5

Appendix D
Cover Letters

As an educator involved in the Cooperative Education program, I am sure you realize how important the coordinator is to the success of the program.

This survey is an attempt to determine the job qualifications and activities of post-secondary Cooperative Education coordinators in Utah. Your reply will be very useful in helping us determine needed changes in present Cooperative Education programs and possible new approaches. Will you please invest a few minutes of your time to complete the enclosed questionnaire? Your responses to the questions will be kept in strict confidence.

We are anxious to receive your response and appreciate your help in this study.

Sincerely,

Carl L. Grunander
Research Director

CLG/ch

Approximately two weeks ago a questionnaire regarding the educational background and job requirements of Cooperative Education coordinators was mailed to your office. We are very anxious to have your questionnaire completed and returned so that our research will be completely valid and the study will reflect your experience and expertise.

If you have not completed and returned the questionnaire, would you please do so as soon as possible in order for your response to be included in the final project. For your convenience, I have included another questionnaire and a return mail envelope.

If you have completed the questionnaire, please disregard this request and accept our sincere thanks.

Sincerely,

Carl L. Grunander
Research Director

CLG/dc

WEBER STATE COLLEGE

3750 HARRISON BLVD., OGDEN, UTAH 84408

JOSEPH L. BISHOP, PRESIDENT



OFFICE OF CAREER PLANNING, PLACEMENT
AND COOPERATIVE EDUCATION-2905

Attached to this letter you will find a questionnaire from Mr. Carl Grunander, a graduate student at Utah State University, who is conducting a survey to determine the educational level, job qualifications and job activities of post-secondary Cooperative Education coordinators in the state of Utah.

As you are well aware, Cooperative Education programs fulfill a great need in our colleges and universities today by helping students prepare for the world of work. We want to continually improve our programs and make them more responsive to the needs of the student, business and industry today. The Cooperative Education coordinator is probably the single most important individual in the program. We want to know more about him and his responsibilities.

Therefore, the information requested in this questionnaire would be extremely valuable to us in determining coordinator's duties and responsibilities.

I heartily endorse Mr. Grunander's study and would request your participation in this most important endeavor.

Sincerely yours,

Dr. Steven H. Eichmeier
Director of Cooperative Education

SE/ch
Encl.

VITA

Carl L. Grunander

Candidate for the Degree of

Master of Science

Report: Job Qualifications and Activities of Post Secondary
Cooperative Education Coordinators in Utah

Major Field: Business Education

Biographical Information:

Personal Data: Born in Logan, Utah, June 29, 1947; son of
Edward Ray and Ila Smith Grunander. Married Christine Van
Orden December 1969, one son Carl Jason.

Education: Attended elementary and junior high school in Logan
Utah. Graduated from Provo High School. Received BA degree
in Communications in 1971 from Brigham Young University.
Completed requirements for MS degree in Business Education
from Utah State University in June 1978.

Professional Experience:

1971-1976, management trainee and department managers, Sears
Roebuck and Co., Ogden, Utah. At present, Job Developer for
the Career Planning, Cooperative Education and Placement
Center, Weber State College, Ogden, Utah.